

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: _____Dixie High School_____ District: _____Washington County School District_____

Target Group: (whole school, entire class, grade level) _____Sophomore Class_____

Target Group selection is based upon the following data/information/school improvement goals: We have selected sophomores because, over the past several years, sophomores have had a significant drop in GPA and increase in absences from the 9th grade. Our activities are an attempt to reduce the sophomore GPA drop. We are also tracking this group of sophomores to see the effect of implementing the block in the 9th grade last year.

| Guidance Lesson Content | Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning | Curriculum and Materials | Project Start/Projected End Date | Projected Number of Students Impacted | Lesson Will Be Presented in Which Class or Subject? | Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.) |
|--|--|--|----------------------------------|---------------------------------------|--|--|
| 9 th Orientation Club Participation 1 st Day of School Ambassador Workshops/ Education Pays Assemblies | Maintain or improve GPA from 9 th Grade. Maintain or improve attendance from 9 th grade. Maintain or improve amount of credit earned from 9 th grade. | D-Book Sample Video of activities Attendance policy NCAA requirements Education pays information | 5/2003-ongoing | 430 | Selection and training of student ambassadors 9 th Orientation: Allow students to select ambassadors, information about clubs and activities. 1 st Day of School: Sophomores and all new students will be at the school without other students for the 1 st half of the day. We will provide information on accessing resources and introducing personnel. Ambassadors answer questions and find classes. | Compare GPA with previous year and previous classes. Compare earned credit. Compare attendance rates. Review results of sophomore survey. |

| | | | | | | |
|--|--|--|--|--|---|--|
| | | | | | Ambassador Workshops and Education Pays Assemblies: At the end of each quarter, sophomores meet with ambassadors for goals setting activities, achievement rewards, and to pick up report cards. | |
|--|--|--|--|--|---|--|

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: _____Dixie High School_____ District: _____Washington County School District_____

| Counselor | Target Group | Curriculum and Materials Used | Start Date/End Date | Process Data Number of Students Affected** | Perception Data Pre and post test, competency attainment or student data** | Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|--|--------------|-------------------------------|---------------------|---|--|--|--|
| All Counselors Winward over ambassadors | Sophomores | | 5/2003-ongoing | 430 | <p>Student Survey: 92% of sophomores surveyed (245) felt that their transition to high school was excellent (47%) or ok (45%).</p> <p>88% thought high school was harder or the same difficulty as middle school.</p> <p>72% are somewhat or very involved at DHS.</p> | <p>2006-2007 Cumulative GPA: Sophomore GPA is 2.66, up .25 from 2.21 in the 9th grade. All other classes had GPA improvement this year as well (Srs. up .56 and Jrs. up .24).</p> <p>2006-2007 Attendance Rates: Sophomore attendance was over 5 days more absences and 3.1 tardies from the previous year. All other classes had marked increases in absences and tardies as well (Srs. up 4.52 absences and up 2.55 tardies. Jrs. up 5.54 absences and up 2.25 tardies).</p> <p>2006-2007 Credits Earned- Sophomores earned .33 additional credits. Juniors earned an additional .85 credits over the previous year, and Seniors earned an additional .4 credits.</p> | <p>Students are not experiencing the GPA drop in 10th.</p> <p>GPA has improved from 2.39, averaged over the past 3 years, to 2.66. This is the first group of students who have been on the block schedule in 9th grade before entering DHS. Students get to adjust to the block before high school.</p> <p>Results, especially attendance, are effected by failure of our attendance policy. Going to SIS did not support our attendance policy, therefore there was basically no attendance policy. Effects of this are shown in our</p> |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | <p>dramatic changes in the attendance and tardies.</p> <p>Credit earned is also effected by attendance policy. Even though credit earned has increased, it is a small increase for not having any NG's which in the past were eventually restored.</p> <p>Students are feeling positive about their transition to DHS.</p> |
|--|--|--|--|--|--|--|--|

Principal's Signature

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*



Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Dixie High School

Target Group: sophomore class

Target Group selection is based upon: GPA drop in past years in the 10th grade

ABSTRACT

We have selected sophomores as our target group because, over the past several years, sophomores have had a significant drop in GPA and increase in absences from the 9th grade. We have created two orientation activities and three assemblies throughout the year as follow-up in an attempt to reduce the sophomore GPA drop. We also developed an ambassador program in which select juniors and seniors work with a group of sophomores in the above activities to improve student transition to the high school. We are currently tracking this group of sophomores (Class of 2009) to determine the effect of implementing the block schedule in the 9th grade last year.

PROJECT DESCRIPTION

Introduction

- Help sophomores develop a positive academic self-concept (A1)
- Help sophomores acquire skills for maximizing learning (AL:A2)
- Help sophomores identify the ways in which school can help them demonstrate a civil and considerate spirit while participating in society (MG:A3)

Participants

- 430 Sophomores will be involved in the project as well as 40 junior and senior Ambassadors.
- Sophomores are the target group.

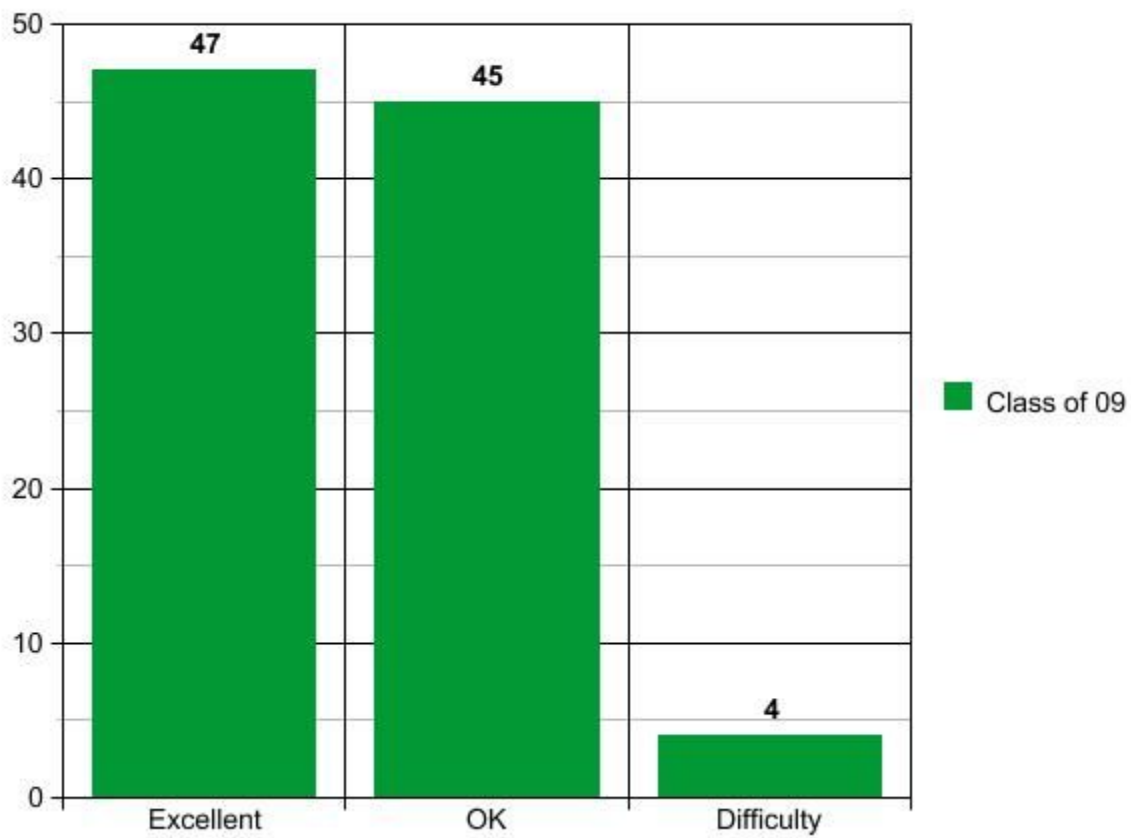
Method

- Freshman May Orientation focuses on incoming sophomores selecting the ambassador that matches their interests. It is also the time to highlight the extracurricular aspects of school and school traditions, and demonstrate how being involved will enhance the high school experience.
- 1st Day of School Orientation allows sophomores to explore the building without the other juniors and seniors in school. Faculty, staff, and student ambassadors can be available to provide additional support. The emphasis in this workshop is on academic success and school rules. Activities include goal setting, attendance, problem solving, and finding classrooms.
- Education Pays Workshops occur at the end of each quarter. Sophomores meet with their ambassador and are recognized for perfect attendance, 4.0 GPA, or improved GPA. Other areas are emphasized as needed.
- This project began in August 2003 and is ongoing.
- We evaluate success by monitoring GPA and attendance. We also conduct a survey of all sophomores.
- All counselors are involved, however Krista Orton-Winward supervises and inservices the Ambassadors.

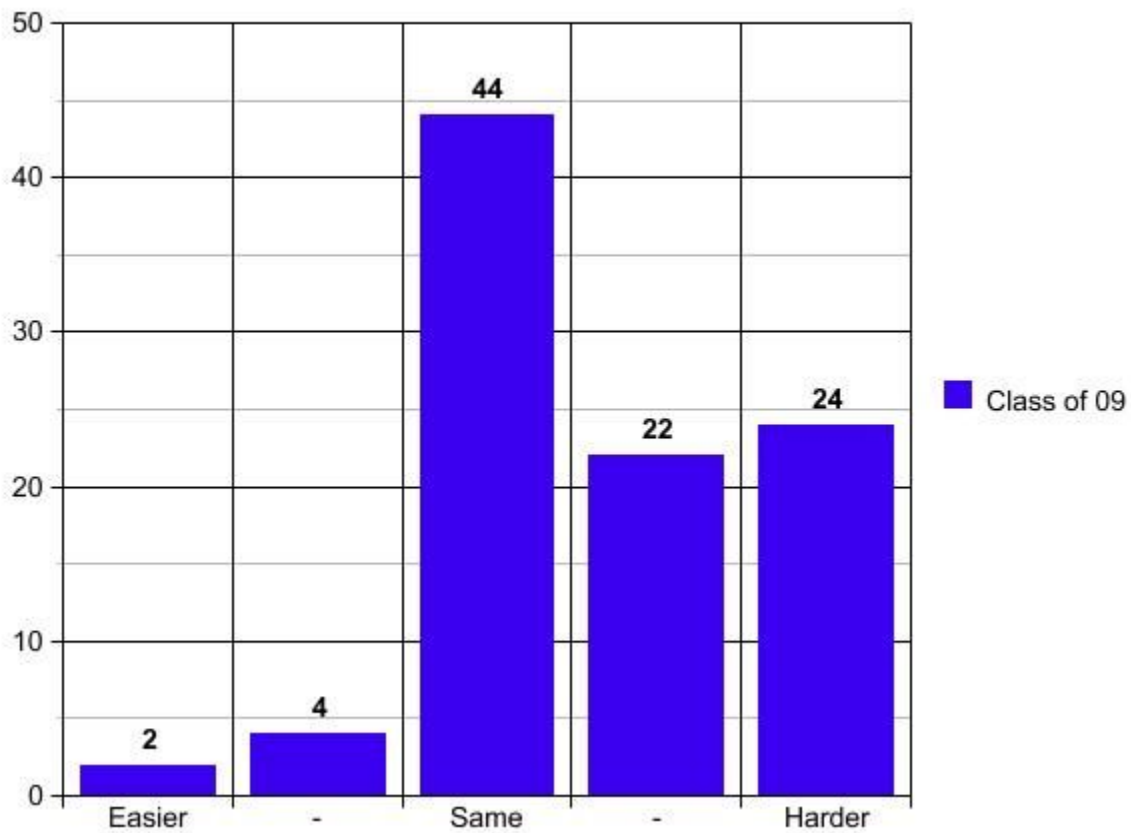
RESULTS

Sophomore Survey Results:

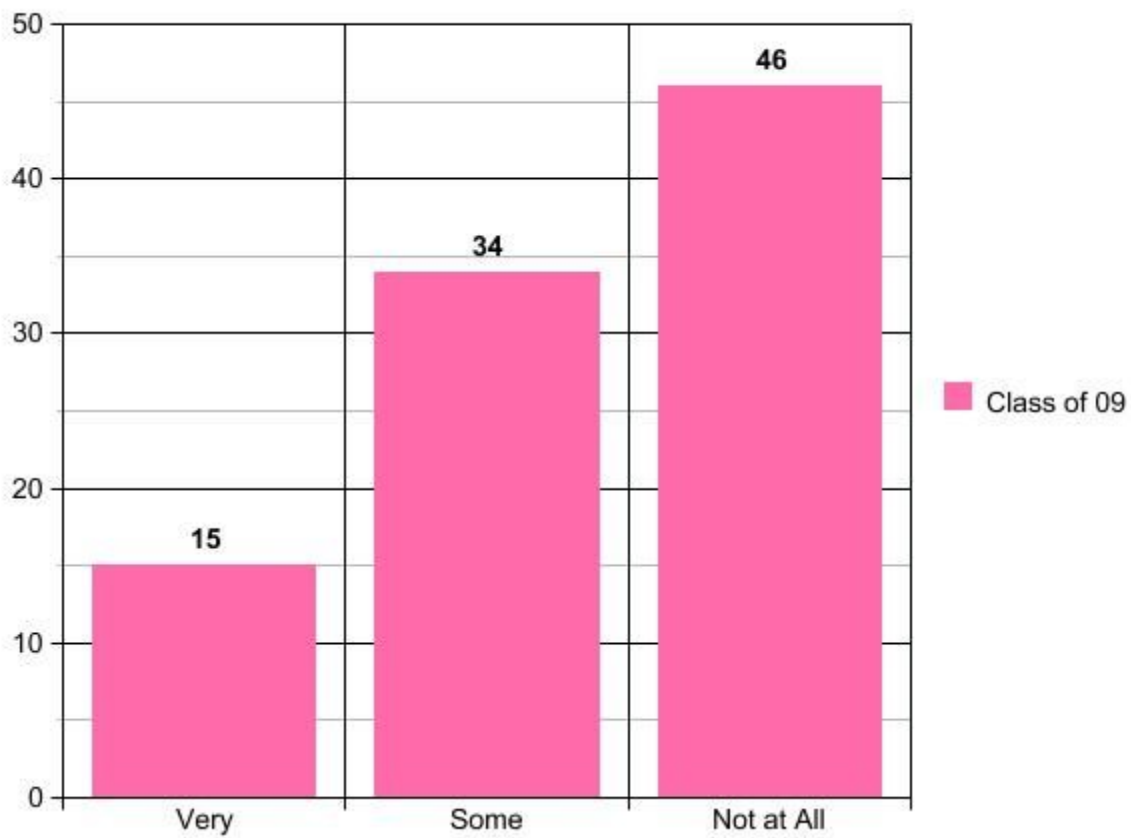
Describe Your Transition to High School



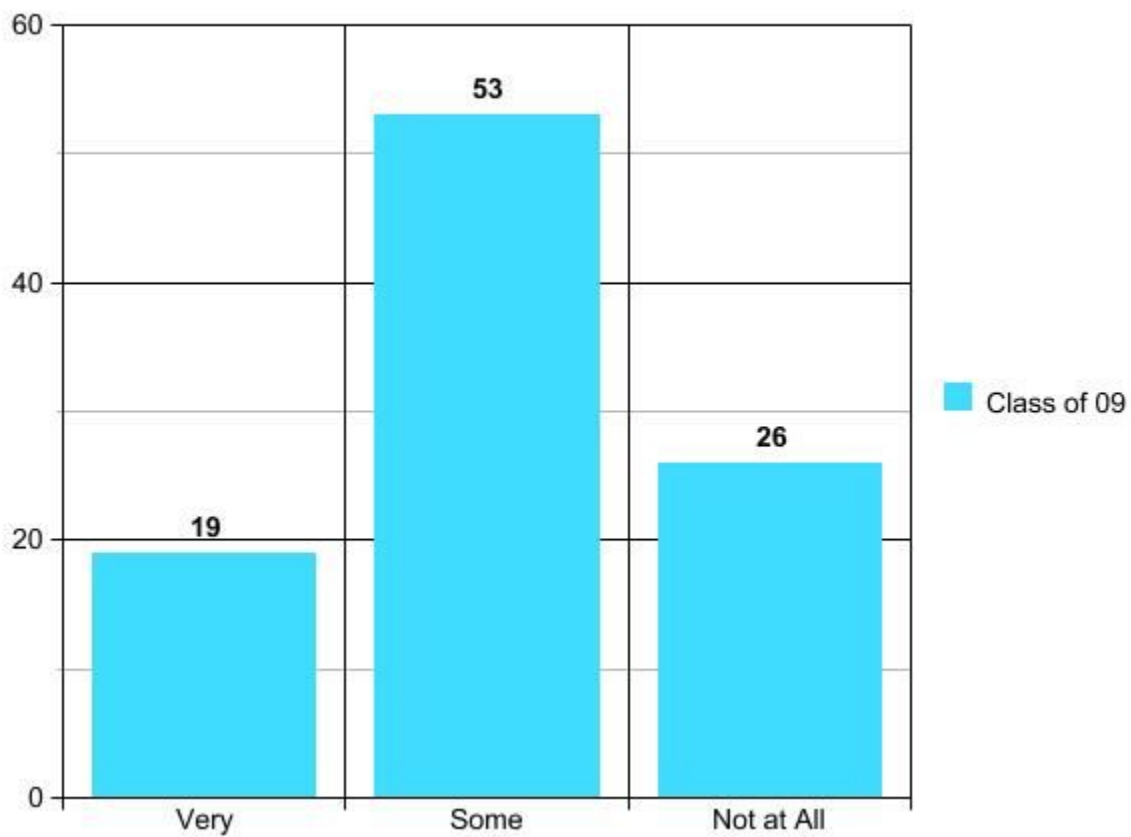
How Difficult Is High School Compared to Middle School



How Concerned Were You About Coming to DHS



How Involved Are You at DHS



Summary

| <u>Class of 2010</u> | | <u>Class of 2009</u> | | <u>Class of 2008</u> | | <u>Class of 2007</u> | |
|-----------------------|------------|------------------------|------------|------------------------|------------|------------------------|------------|
| 9 th Grade | Year: 2007 | 10 th Grade | Year: 2007 | 11 th Grade | Year: 2007 | 12 th Grade | Year: 2007 |
| Average GPA | 2.91 | Average GPA | 2.66 | Average GPA | 2.62 | Average GPA | 2.94 |
| Average Absences | 4.36 | Average Absences | 7.51 | Average Absences | 9.17 | Average Absences | 8.68 |
| Average Tardies | 2.08 | Average Tardies | 3.89 | Average Tardies | 3.92 | Average Tardies | 4.5 |
| Total Crds Earned | 3294.75 | Total Crds Earned | 3162 | Total Crds Earned | 3143.5 | Total Crds Earned | 2680.78 |
| Average Crds Earned | 6.94 | Average Crds Earned | 6.57 | Average Crds Earned | 6.73 | Average Crds Earned | 6.29 |
| | | 9 th Grade | Year: 2006 | 10 th Grade | Year: 2006 | 11 th Grade | Year: 2006 |
| | | Average GPA | 2.21 | Average GPA | 2.38 | Average GPA | 2.38 |
| | | Average Absences | 2.16 | Average Absences | 3.63 | Average Absences | 4.16 |
| | | Average Tardies | 0.79 | Average Tardies | 1.67 | Average Tardies | 1.95 |
| | | Total Crds Earned | 2920.37 | Total Crds Earned | 2840.49 | Total Crds Earned | 2866.74 |
| | | Average Crds Earned | 6.24 | Average Crds Earned | 5.88 | Average Crds Earned | 5.89 |
| | | | | 9 th Grade | Year: 2005 | 10 th Grade | Year: 2005 |
| | | | | Average GPA | 2.32 | Average GPA | 2.35 |
| | | | | Average Absences | 3.59 | Average Absences | 2.58 |
| | | | | Average Tardies | 1.42 | Average Tardies | 1.24 |
| | | | | Total Crds Earned | 2621.7 | Total Crds Earned | 3317.74 |
| | | | | Average Crds Earned | 5.53 | Average Crds Earned | 5.84 |
| | | | | | | 9 th Grade | Year: 2004 |
| | | | | | | Average GPA | 2.34 |
| | | | | | | Average Absences | 3.22 |
| | | | | | | Average Tardies | 1.1 |
| | | | | | | Total Crds Earned | 2596.31 |
| | | | | | | Average Crds Earned | 5.63 |

DISCUSSION

We continue to see positive transition results from our orientation. Last year we didn't have the drop in GPA from 9th grade; this year we are seeing GPA results for 10th grade that look similar to GPA for 11th and 12th grade students. This looks like students are being more successful in high school when they are able to adjust to the block before making the move to the high school. This is data we will want to continue to monitor because we also had the impact of not having a working attendance policy this year and making the change from Power School to SIS, so results may have been effected by these issues.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: _____Dixie High School_____ District: _____Washington County School District_____

Target Group: _____Low Income Students_____

Target Group selection is based on the following data/information/school improvement goal: According to the AYP results for Dixie High School, our low income students are not achieving on CRT's and other measures, so we decided to target this group for our closing the gap project.

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .") | Start Date/ End Date | Projected # of Students Impacted |
|---|---|--|--|---|-------------------------|-------------------------------------|
| <p>Improve GPA as a measure of improved academic success.</p> <p>Increase number of low income students taking PLAN, PSAT, and ACT.</p> <p>Increase number of low income students taking AP exams.</p> <p>Increase number of low income students completing the FAFSA.</p> <p>Increase number of low income students applying for college.</p> <p>Maximize number of low income students participating in ETS and Upward Bound.</p> | <p>A1:Develop a positive academic self-concept.</p> <p>AL: C2 : Understand the opportunities available and know how to access an array of post secondary options.</p> | <p>Build relationships with students to encourage academic success and taking each of these tests. Provide fee reductions or fee waivers for each test.</p> <p>Provide home placement of outdated computers from DHS.</p> <p>Provide guidance sessions to assist students in filling out applications for FAFSA and college</p> <p>Refer students to ETS or Upward Bound programs.</p> <p>Learn more about needs of low income students.</p> | <p>Copies of the book <u>A Frame Work for Understanding Poverty</u> by Ruby Payne.</p> <p>Fee Waiver Students List</p> <p>Outdated computers</p> | <p>Get a baseline GPA for these students to track improvement.</p> <p>Evaluate participation of fee waiver and reduced lunch students in taking the ACT, PSAT, and PLAN tests.</p> <p>Keep list of number of students receiving assistance on FAFSA and college applications.</p> <p>Track amount of money received in scholarships by fee waiver students.</p> | <p>8/2006 - ongoing</p> | <p>200</p> |

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: _____Dixie High School_____ District: _____Washington County School District_____

| Counselor | Target Group | Curriculum and Materials | Start Date/End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|--|---------------------|--------------------------|---------------------|---|--|---|---|
| All Counselors Winward over Ambassadors | Low income students | | 8/2006-ongoing | 188 | 21 received help completing ACT and FAFSA | <p>AP – 14 students received fee waivers for 20 tests.</p> <p>Plan – 5 fee waivers and reduced lunch of 96 low income students took the Plan. 121 total students took the test. No fee waivers provided.</p> <p>PSAT – 4 fee waivers and reduced lunch students of 106 low income juniors took the PSAT. 37 total students took the test. No fee waivers provided.</p> <p>ACT – 7 fee waiver and reduced lunch students took the ACT test in April.</p> <p>Home Placed Computers – 11 placed.</p> | <p>This was a year of study and focusing to determining areas of need and what services we can provide. We also determined how we will evaluate results in the future and gathered baseline data.</p> <p>Not enough service was provided this year to see effects and results, but the implications were great for directing the future of our Closing the Gap project.</p> |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | <p>Cumulative GPA: 2.47 for Low Income, which is .27 lower than school average(2.74)</p> <p>Average Credit Earned: 5.81 for Low Income, which is .72 credits lower than school average (6.53)</p> <p>Low income students had a 70% graduation rate. The school graduation statistics show 89% graduating, however, the whole school list doesn't include students who dropped during the year, and the low income list includes students who moved or dropped during the year.</p> <p>GPA for students with home placed computers increased only .02 average over the previous year, but most computers were placed in November and December. Next year we will include a calculator check out and continue to place computers as they become available.</p> | |
|--|--|--|--|--|--|--|--|



Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Dixie High School

Target Group: Low Income Students

Target Group selection is based upon: Dixie High School didn't pass AYP due to low academic performance by low income students.

ABSTRACT

This year, Dixie High School did not pass AYP due to low academic performance by low income students, so we targeted this group for our project. We realized we needed to better understand this group, so we read Ruby Payne's book, A Frame Work for Understanding Poverty as a study group project. This helped us to identify areas to attend to and possible evaluation methods. We identified low income students and targeted them with additional help in completing ACT fee waiver forms, FAFSA requirements, and AP fee waiver options. Through our reading, we found these students require a greater need for a relationship with those who assist, so we focused on improving SEOP attendance and support for improving academics. Since this group also has limited resources, we began a Computer Home Placement program and placed computers no longer used by the school.

PROJECT DESCRIPTION

Introduction

- Help students develop a positive academic self-concept (A1)
- Help students understand the opportunities available and know how to access an array of post secondary options.

Participants

- 180 students may be effected by this project.
- Low income students are our target group.

Method

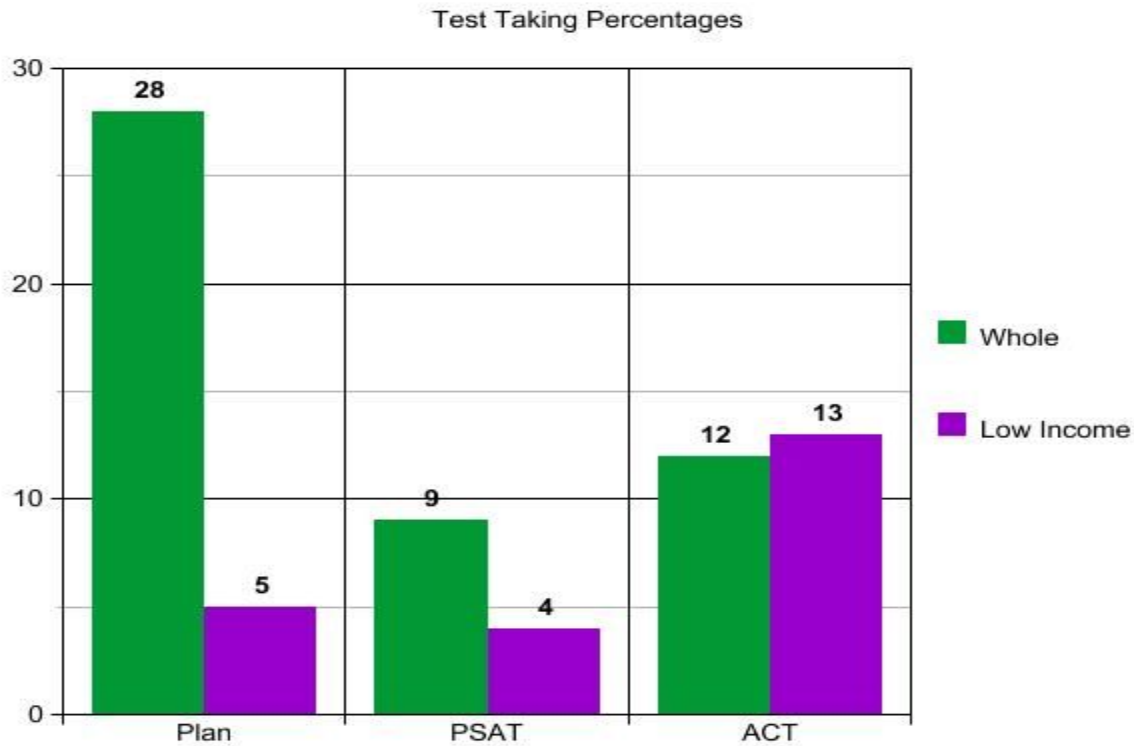
- Meet with students regularly to address any needs and to invite students to participate in testing. Provide fee waivers for tests with a charge.
- Provide copies of A Frame Work for Understanding Poverty by Ruby Payne for counselors. Meet on a regular basis to discuss readings and related issues.
- Project began in August 2006 and will be ongoing.
- We will evaluate our success by comparing numbers of low income students who participate in the Plan test, PSAT, and ACT. We will track participation in the SEOP conference. We will track fee waivers used for AP testing and scholarship dollars awarded to low income students. We will also be looking at GPA improvement, increases in credit earned, and improvement in graduation rates.
- All counselors will be involved.
- Work with technology staff to access computers for home placement, and coordinate placement with administration.

RESULTS

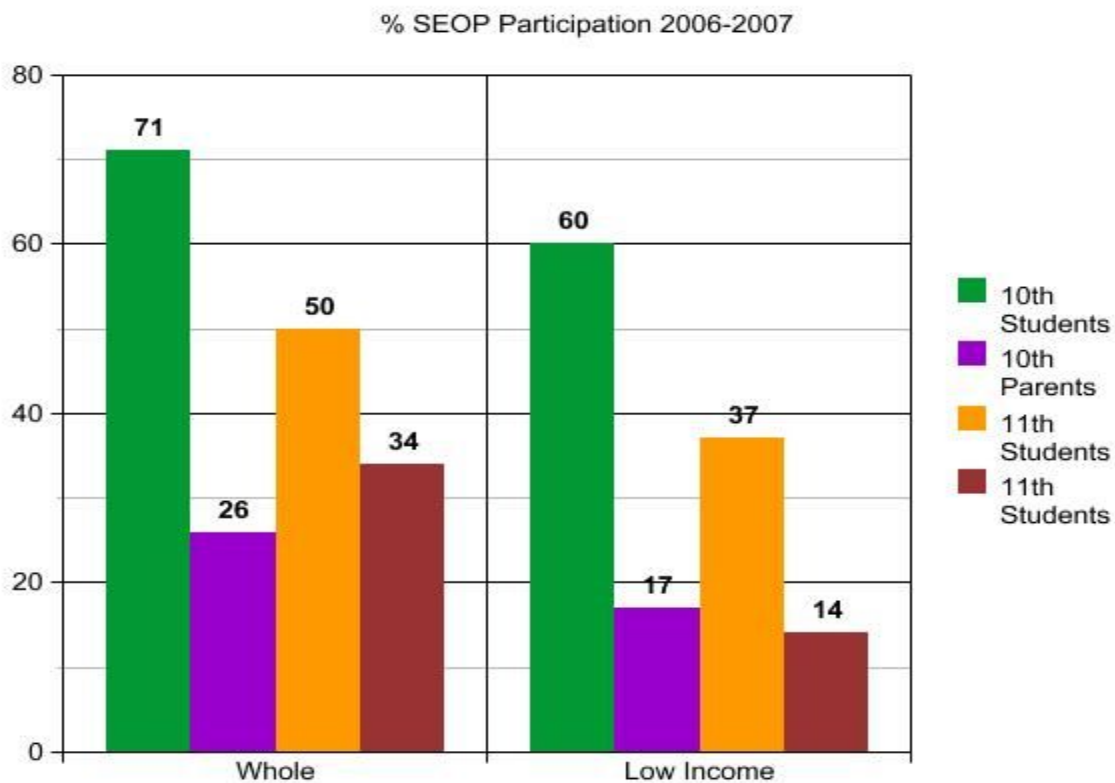
This is an important year for gathering baseline data and determining areas of focus.

- Low income students had an average GPA of 2.47 this year. This was .27 lower than the school average of 2.74.
- Low income students receive an average of 5.81 credits this year which was .72 credits lower than the school average of 6.53.
- Low income students graduation rate was 70%. The final school statistic was 88%. This may not be comparable because our list included students from all year, whereas the school rate included only those students enrolled in May.
- 11 computers in homes of low income students affecting 16 students.
- Low income students received \$57,600 in scholarships of a \$918,399.00 total or 6%.

- 21 low income students received help completing ACT, ACT fee waiver forms and FAFSA.
- Test taking percentages are listed below:



- Percentages for SEOP attendance is listed below:



DISCUSSION

This was a year of study and focusing to determining areas of need and what services we can provide. We also determined how we will evaluate results in the future and gathered baseline data. However, not enough service was provided this year to see effects and results, but the implications were great for directing the future of our Closing the Gap project. There is so much room for improvement with low income students, our challenge is to not let the project get too broad. We believe we can make great improvements in meeting needs related to high school and future post high options. Our focusing on this population will also put us in a better position to be their advocate in whole school decision-making.

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007.
Used with permission.

Hurricane High School
Large Group Guidance Activity Abstract
2006 - 2007

The purpose of this project was to increase the effectiveness and accuracy of our student SEOP and scheduling procedures. In past years, students have incorrectly completed the SEOP process and have made poor choices in selecting classes. As a counseling department we met with each student as part of a small group to explain the SEOP process and all of their class and career options. After these small groups we met with students and their parents individually to plan and select classes for their next year. The students have commented that they have found this meeting to be more meaningful and helpful than those in the past. Parental response has been very positive and we have noticed that the number of mistakes on the SEOP has decreased.

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Hurricane High School District: Washington County

| Counselor | Target Group | Curriculum and Materials Used | Start Date/End Date | Process Data Number of Students Affected** | Perception Data Pre and post test, competency attainment or student data** | Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|--|--|---|----------------------------|---|---|--|--|
| Dana Stratton Jody Rich Sandra Goulden Tera Houston | All under classmen. Grades 11, 10 and 9 | Transcripts Graduation check-off sheets SEOP Folders Registration Sheets | December 2006 – March 2007 | 900 | | <p>Feed-back from parents and students was all very positive. They were better informed and understood their choices and the SEOP process better.</p> <p>We have had a significant decrease in mistakes made on the registration sheets</p> <p>Our percentage of concentrators has increased from 64% to 72%</p> | <p>The small group meetings with parents, students, and counselors was a more efficient and effective way to complete the SEOPs</p> <p>Students and their parents both felt better informed and understood their SEOP.</p> |

Principal's Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Hurricane High School
Small Group Guidance Activity Abstract
2006-2007

The purpose of this project was to give the students the help and support to pass one or more areas of the BSCT which had not been passed on at least two previous attempts. Through a joint effort of the counseling office and the English and Math departments students were identified who needed additional support in order to learn the concepts needed to be successful on the BSCT. Students and parents were contacted and two special classes were created to support the students as they learned concepts they had not grasped before. These were very successful classes for our students. 82% of the students who took the classes passed the BSCT.

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: _____Hurricane High_____ District: _____Washington_____

| Counselor | Target Group | Curriculum and Materials | Start Date/ End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|-----------------------------|--|---|--------------------------------------|---|---|--|---|
| Dana Stratton, Jody Rich | Students who had failed parts of the BSCT more than one time | Curriculum was developed by our English , Reading and Math teachers | August 14, 2006 through May 24, 2007 | 58 students were affected. Every student except three made an improvement or passed the BSCT in math if they were in the BSCT math class or if they were in the BSCT English class, their writing or reading increased. | Students were tested on the BSCT in each area. We believed that students may go up on the BSCT when they took the test a second time. We found students did not increase on the BSCT if there was not an intervention. We developed a semester class, and targeted students who should be placed in the class. The students' tests scores were evaluated and the weaknesses of the students determined the curriculum of the class. | Students liked the class because everything that was covered in the class was an area where the students were struggling. Not only did students do well in the class but the students were able to write better, understand what they read better and also understood math concepts better. The gaps they had in their learning showed improvement. The results showed that these classes were successful. Over 80% of the students who took the class for a semester were able to pass the BSCT in Math, Reading or Writing. The classes did not include all students who had not passed the BSCT two times. The make-up of the classes was 28% resource students and 72% regular students. | Developing and offering this class to students was highly successful. Students and parents Initial questioned about being in two English classes or two math classes for a semester but the results of the class helped many students pass the BSCT |

Millcreek High School Guidance Activities (Large Group)

Abstract

The purpose of this study was to assess the career planning and post high school training of the seniors at Millcreek High School. Millcreek is an alternative high school where the majority of the students had either stopped attending their other school or had failed their classes. The seniors express the desire to graduate and attend college, but the majority of them do not. Of the 172 seniors, 80 participated in the Choices Planner workshop. In addition, Dixie State College advisors came 3 times to answer questions and to help register. The number of seniors who successfully completed concurrent enrollment classes was 5 times greater than the previous year and Millcreek graduated this year the highest number to date. The study suggests that the more interventions done in high school about post high school plans, may help increase graduation rate and college/trade attendance.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Millcreek High School

District: Washington

Target Group: (whole school, entire class, grade level) The Senior Class

Target Group selection is based upon the following data/information/school improvement goals: Seniors at an alternative high school struggle to graduate and attend any post high school training and/or college.

| Guidance Lesson Content | Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning | Curriculum and Materials | Project Start/ Projected End Date | Projected Number of Students Impacted | Lesson Will Be Presented in Which Class or Subject? | Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.) |
|--|---|--|-----------------------------------|---------------------------------------|--|--|
| Future educational expectations Career explorations Goal setting | To become a lifelong learner and seek further educational opportunities To develop more skills in order to become an employable individual | Choices planner Power points Hand outs | Aug. 14, 2006 May 23, 2007 | 189 seniors | During 1 st period teacher advocate class and quarterly during 4 th Period | To compare last years and this years graduation rate To compare number of seniors concurrently enrolled in college or trade school |

Terri Ogborn
Principal's Signature

May 23, 2007
Date

May 23, 2007
Date of Staff Presentation

Heidi Tasso
Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Millcreek High School

District: Washington County

| Counselor | Target Group | Curriculum and Materials Used | Start Date/End Date | Process Data Number of Students Affected** | Perception Data Pre and post test, competency attainment or student data** | Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|-------------|---------------------------------------|---|-----------------------------------|---|---|--|---|
| Heidi Tasso | Senior class at Millcreek High School | Choices planner Power points Handouts | Aug. 14, 2006 May 23, 2007 | 172 seniors | Over 70% of Millcreek seniors do not know what they want to do after high school. Only 50% of Millcreek seniors have a parent who is a high school graduate. Last year only two students were enrolled concurrently at Dixie State College. | Eighty seniors participated in choices planner. Of the 172 seniors, 55 graduated. This was Millcreek's largest graduating class. Our total college enrollment was 10, up 8 from last year. 2 of the 10 seniors completed two or more college classes. | If seniors begin career and/or educational training before they leave high school, they are more likely to graduate from high school and hopefully go on to finish the post high school training they began. If the college representatives come into the building and actually register the students, they are more likely to attend. |

Terri Ogborn
Principal's Signature

May 23, 2007
Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Millcreek High School Closing the Gap

Abstract

The purpose of this study was to assess the graduation rate and post high school training of the young moms here at Millcreek High School. Young moms struggle to graduate from high school, let alone go to college or obtain skill training. The young moms express a desire to graduate and attend college, but few of them do. An SEOP conference with the 16 young moms at Millcreek was held in the fall and extensive Teacher Advocate and other mentors training and interventions were conducted. Of the 16 young moms, 7 successfully completed at least one college course with a 'C-' or better and 57% of the senior young moms graduated. The study suggests that if young moms begin post high school training while they are in high school and also enroll together, that they are more likely to complete the course and to graduate from high school.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Millcreek High School

District: Washington

Target Group: Young Moms at Millcreek High School

Target Group selection is based on the following data/information/school improvement goal: Young moms struggle to graduate and to attend any post high school training or college.

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .") | Start Date/ End Date | Projected # of Students Impacted |
|---|---|---|--|--|------------------------------------|----------------------------------|
| Young moms will show increased graduation and college attendance percentages. | To become a lifelong learner and seek further educational opportunities To develop more skills in order to become an employable individual | SEOP Conference held early in the school year | Teacher advocates trained early about project SUU nurses adopting school DSC representatives | By the number of young moms who enroll in and successfully complete a college course or training program By the number of young moms who graduate | Aug. 14, 2006/ May 23, 2007 | 16 Young Moms |

Terri Ogborn_____
Principal's Signature

May 23, 2007_____
Date

May 23, 2007_____
Date of Staff Presentation

Heidi Tasso_____
Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

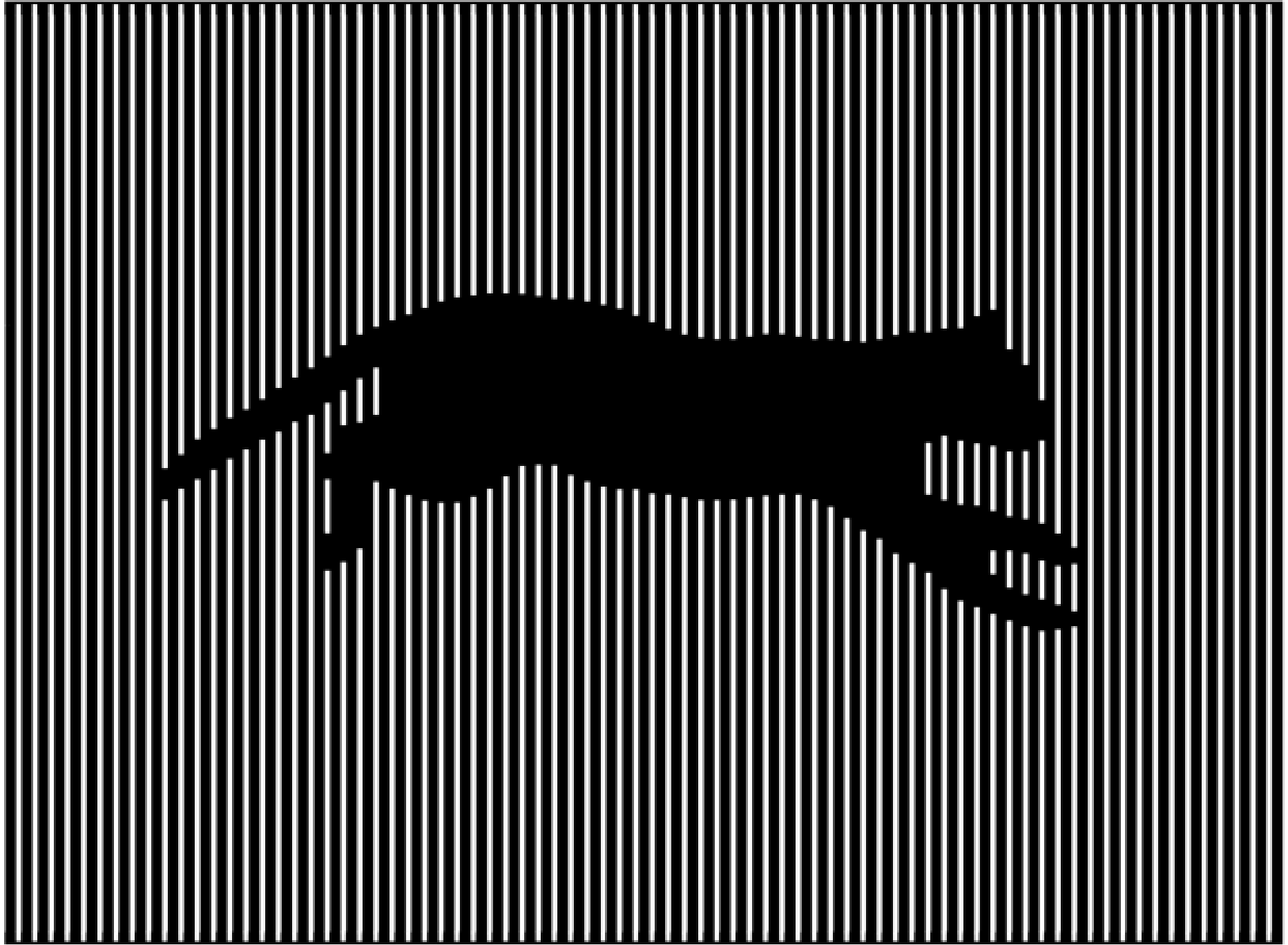
School: Millcreek High School _____ District: Washington _____

| Counselor | Target Group | Curriculum and Materials | Start Date/End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|-------------|--|---|-------------------------------|---|--|---|--|
| Heidi Tasso | Young moms attending Millcreek High School | Dixie State College registration packet Local trade school information and contact numbers | Aug. 14, 2006/ Ongoing | 16 Young moms | Of the 15 young moms of 2005-2006 group, only one completed a college or other skills training program. Young moms express the desire to attain post high school training, but are failing to achieve it. | 16 young moms in the building and 7 successfully completed a college course with a “C-” grade or better. Out of the 16 young moms, 14 were seniors, the other two were juniors. Eight of the 14 seniors graduated. Out of the eight that graduated, five were enrolled in a college course. | If young moms begin career and/or educational training before they leave high school, they are more likely to graduate from high school and hopefully go on to finish the post high school training they began. If young moms enroll in college classes together as a network support group, they are more likely to finish the course. |

Terri Ogborn _____
Principal’s Signature

May 23, 2007 _____
Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.



Pine View High School

Washington County School District

2850 E 750 N

St George, Utah 84790

435-674-6499

June 29, 2007

***“Learning is what
matters most!”***

Guidance Department

- Robert Sonju – Assistant Principal
- Jeff Andrus – Counselor
- Kenneth Byrd – Counselor
- Elizabeth Ovard - Counselor
- Ryan Stephens – Half-Time Counselor
- Fred Page – Educational Talent Search
- Diana Moore – Work Based Learning Coordinator
- Ila Keele – Registrar
- Kara Woegsch - Registrar

Abstract

Large Group

PVHS has a rapidly increasing minority population. Many of these students do not engage in the classroom, clubs, sports, or with other students or stay in school to earn a diploma. Our large group project was designed to help our Hispanic population become more engaged at PVHS. Through a series of small group presentations, panel discussions, and classroom lessons, we were able to address the issues of differences/similarities in all students. We found that if counselors, administration and staff initiate more positive contacts, minority students did reciprocate and engage in the total educational process. We also found that communication with family was critical and that by hiring a bilingual receptionist, the school immediately became more "user friendly" for our Hispanic families. With additional training for our teachers, we hope that they will more readily engage and encourage all minority students to participate in classroom activities and extracurricular events and thus find educational achievement.

Abstract

Small Group

Our project was designed to increase the graduation rate of our Hispanic population. Our Hispanic population, (9%), is the largest high school percentage in the district. Because national data indicates the minority graduation rate is lower than the national graduation average, we felt we needed to support our students in this important endeavor. Working with administration and the ESL coordinator, we were able to meet more often with these students, reduce social barriers, celebrate successes, and support family communication and cultural differences. We were able to increase our graduation rate by 13% in one year. We also learned that if Hispanic students enter the 12th grade, they are less likely to drop-out. We feel that if we begin this process with our 10th graders, we may be able to decrease the number of drop outs as well as increase the graduation rate.

Large Group

PVHS Vision

“Our vision is to be a collaborative, standard-based school that will produce a student proficient in reading, writing, and critical thinking.”

Perception Data

Hispanic Students

- Graduate at a lower rate than the total population of students
- Drop out at a higher rate than the total population of students

Target Group

School Wide

- Cultural awareness for total school population will increase harmony and reduce cultural friction
- Attention to cultural diversity will create a school climate which promotes strong learning for all students
- More harmony and acceptance of cultural differences will encourage Hispanic and other students of color to stay in school

Process/Projected Data

- Number of Students Impacted

| | |
|------------|------------------|
| Sophomores | 45 Class of 2009 |
|------------|------------------|

| | |
|---------|------------------|
| Juniors | 45 Class of 2008 |
|---------|------------------|

| | |
|---------|------------------|
| Seniors | 32 Class of 2007 |
|---------|------------------|

- Number of Staff Impacted

| | |
|----------|----|
| Teachers | 62 |
|----------|----|

| | |
|----------------|-----|
| Administration | 4.5 |
|----------------|-----|

| | |
|------------|-----|
| Counselors | 3.5 |
|------------|-----|

Start Date - End Date

**August 15, 2006
to
May 24, 2007**

Intended Student Behavior

- Improve school success for Hispanic students
- Increase graduation rates for Hispanic Students
- Promote Hispanic student involvement in activities
- Create an environment of belonging for Hispanic students

Assessment and Curriculum

PVHS Belief#1 (SIP)

“Each student is a valued individual with unique social, physical, emotional, and intellectual needs and abilities.”

PVHS Belief #2 (SIP)

“A students self-esteem is enhanced by positive relationships and mutual respect among students and staff.”

Assessments

- Teacher observation of student interaction and participation in classroom discussions
- Graduation rates
- Drop out Lists
- Log entries and attendance reports

Curriculum

- Guest speakers to promote awareness of cultural differences
- Panel discussions with minority students
- Guidance curriculum provided in health classes to promote acceptance of individual differences

CGP/Student Outcomes and DRSL Connections

- Responsive Services - CGP #8
- Guidance Curriculum - CGP #9
- Individual Planning - SEOP CGP #11
- To Provide opportunity for students to explore and develop their own unique talents and abilities through elective classes, co-curricular and extra curricular activities. DRSL#3

Manner in Which Activities are Delivered

- Classroom presentations
- Cultural awareness presentations in small group settings
- Panel Discussions
- Individual meetings with administrators, counselors, and community members to encourage students and their parents
- SEOP process

Implications: School Performance

- Hispanic Students who have a working relationship with an administrator or counselor or other school staff:
 - Are less likely to drop out of PVHS
 - Participate in classroom activities
 - Have better attendance
 - Are more likely to graduate

Implications: Future Applications

- Continue to promote a school climate where all cultures are accepted
- Additional training for faculty and staff regarding cultural differences
- Establish relationships with students as sophomores to prevent drop out and promote graduation

Future Evaluations

- Continue to evaluate attendance and behavioral log entries
- Monitor drop out rate and graduation rate
- Find ways to evaluate cultural acceptance: club and organization membership, involvement in sports, AP classes

Small Group

PVHS Belief #1 (SIP)

“Each student is a valuable individual with unique physical, social, emotional, and intellectual needs.”

Perception Data

Hispanic students are less likely to graduate and stay in school because of:

- Language barriers creating educational difficulties
- Family, Social, emotional stressors
- Financial & immigration difficulties
- Attendance problems
- Gang activity

Target Group

- Senior Hispanic students
- Hispanic students, selected by a committee, that are in danger of dropping out
- Hispanic Students with numerous log entries for inappropriate behavior or attendance problems



Start - End Dates

August 16, 2006

to

May 24, 2007

Intended Student Behavior

Senior Hispanic Students will:

- Graduate
- Become connected to a PVHS advocate
- Experience improved academic success in all classes
- Improve attendance
- Negative log entries will decrease

Action Plan

Closing the Gap

- Assistant principal assigned to target Hispanic population
- Bilingual receptionist hired in main office
- Hispanic presentations
- ESL Program
- Spanish edition of student handbook
- Community Resources
- PVHS packets in English, biology, math, and US History for make-up
- Reading For Pleasure Class

Assistant Principal

- Hispanic student watch
- Behavior, attendance, and grade monitoring
- Nurture Hispanic culture
- Encouragement for positive behavior
- Refer to community services

New Receptionist

- Bilingual
- Main receptionist for PVHS, point of contact for new students, phone calls and visitors
- Translator for Spanish speaking students and parents
- Assisted administrators and counselors in all communications
- Assisted with attendance communication

Hispanic Presentations

- Back to school night in Spanish
- ESL Celebration held each December for ESL students and families
 - Cultural awareness
 - Food, dancing, and communication
- Guest speakers
 - Daneka Souberbielle- Dixie College Multicultural representative
 - Theresa Mendez – Parent of college graduate
- Other Cultural presentations

ESL Program

- PVHS school funds used to expand past district level the ESL program by 1 period
- Additional Bilingual staff included in ESL
- Monitoring of ESL student by ESL coordinator

Student Handbook

- Spanish editions beginning in 2004

Community Resources

- Pam Molesworth- Department of Work Force Services for job referrals and placement
- The "Bear", a student advocate from the court system with expertise on helping difficult students and their families
- Daneka Souberbielle- Dixie College multicultural representative
- Parents of successful Hispanic Students

PVHS Make-Up Packets

- Hispanic students are able to work with teachers that they know and trust
- Available in core subjects
 - English 10 & 11
 - Biology
 - US History
 - Elem. & Int. Algebra, Geometry
- Students must meet with counselors and administrators to participate in the program

Reading for Pleasure Class

- Designed so that Spanish speakers can read in both English & Spanish to increase their comprehension and fluency
- Creates a pro-reading environment
- Designed to present daily reading strategies
- Provides increased reading time
- Monitors increases in reading levels
- Journaling daily to promote comprehension and writing skills

CGP Student Outcomes and DRSL Connections

- Responsive Services - CGP #8
- Guidance Curriculum - CGP #9
- Individual Planning - SEOP #11
- To develop ethical students who demonstrate integrity, respect and responsibility in their interactions with others and in their school activities.
DRSL #4

Results

PVHS Belief # 2

“Students, teachers, administrators, parents and the community share the responsibility for advancing the school’s mission.”

Number of Students Impacted

- 33 Hispanic Seniors started the 2006-07 school
- 21 graduated
- 2 severe assisted education students moved on to post high training
- 7 non-graduates referred to Millcreek alternative school for continuation
- 2 planned to take the GED
- 1 dropped out

Improvement

| Year | Total Pop. | Target Pop. |
|-----------|--------------|--------------|
| 2005-06 | 390 | 19 |
| Graduated | 336 | 11 |
| Percent | <u>86.1%</u> | <u>57.9%</u> |
| 2006-07 | 415 | 30 |
| Graduated | 358 | 21 |
| Percent | <u>85.3%</u> | <u>70%</u> |

Implications: Future Applications

- Increased attention to cultural differences produces increased graduation rates
- Hispanic students who reach the 12th grade tend to stay in school
- Attention to younger Hispanic high school students could produce better graduation rate
- Graduation rate for Hispanic population improved but is not yet up to total population graduation rates

Future Evaluations

- Continue monitoring graduation rate of Hispanic populations compared to total student populations
- Check other ethnicities although these populations are under .1%
- UB SCT pass rates for Hispanic students

Surprise !

- Total student graduation rate was down by .8%
- Questions:
 - Was graduation rate an anomaly?
 - Why are younger students dropping out?
 - What are Utah and national graduation rates for Hispanic and other minority groups?
 - Does UB SCT pass rate impact drop out rates?

“GREAT WORKS
ARE PERFORMED
NOT BY
STRENGTH, BUT
BY
PERSEVERANCE.”

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Snow Canyon High School District: Washington

Target Group: Students who have not passed the UBSCT Math test

Target Group selection is based on the following data/information/school improvement goal: 158 students from the Junior and senior class had not passed the UBSCT Math test at the beginning of the school year. School improvement goal is that all students can learn. Therefore, effort will be directed towards helping these identified individuals to obtain the necessary skills to be able to pass the test and graduate

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .") | Start Date/ End Date | Projected # of Students Impacted |
|---|--|---|---|---|-------------------------|----------------------------------|
| Students will demonstrate the math skills necessary to pass the Math portion of the UBSCT | All Students can learn | Identified students will be given the opportunity to participated in an in-school math review class, taught by a Level 4 math teacher. They will be exposed to learning strategies and test taking tips that may enable them to be successful in obtaining a passing score on the UBSCT | Review materials in Algebra and geometry. UBSCT practice tests; Commitment of teacher for one period to instruct class and track student progress | Student test scores will be used to evaluate effectiveness of the program | 8/16/2006 to 5/24/2007 | Potential of 158 students |

Warren Brooks
Principal's Signature

5/31/2007
Date

5/31/2007
Date of Staff Presentation

Terry Moore
Prepared By

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Snow Canyon High School District: Washington

| Counselor | Target Group | Curriculum and Materials Used | Start Date/End Date | Process Data Number of Students Affected** | Perception Data Pre and post test, competency attainment or student data** | Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications What does the data tell you? What can the student do with this now? |
|---------------------|--|--|------------------------|---|--|--|--|
| Burr Wallmann Moore | 11 th and 12 th grade students who that not passed the Math portion of the UBSCT | Variety of leaning and review materials in Algebra and Geometry; UBSCT practice tests; workbooks and materials | 8/16/2006 to 5/24/2007 | 16 | 158 students were eligible for the class. 16 were able to take advantage of the class. All 16 had not passed the UBSCT and had scores ranging from 148 to 159. All 16 were tracked for each administration of the test, in October and February. | 2 of the 16 students passed the test. The rest of the students increased their scores but not sufficiently to pass. The 2 students achieved passing scores of 160. | The initial data reviewed from the district indicated that, of the students that did not pass the UBSCT Math the first administration, there was a likelihood of 80% of them not passing the test at all. Our statistics proved that and beyond, showing only a 12.5% pass rate. As a result, our efforts will be redirected. The class will not longer be offered and remediation will take a different approach in the future. |

Warren Brooks
Principal's Signature

5/31/2007
Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*



Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Snow Canyon High School

Target Group: 11th and 12th Grade Students

Target Group selection is based upon: Those students not having passed the Math portion of the UBSCT

ABSTRACT

In this project, 158 students were identified as not having passed the Math portion of the Utah Basic Skills Competency Test. A decision was made to allocate teacher resources (.166 FTE) and counseling resources to identify, teach, and track students willing to participate in a voluntary math review class, taught during the regular school day. This class was taught by an experienced Level 4 math teacher and resources were provided so that each student had the tools necessary to learn and achieve. Of the 158 students, 16 chose to participate in the class and of those 16, 2 were successful in raising their competency scores to pass the test. While the belief in the concept that “All Students can Learn” is still there, the school will try a different approach for remediation next year.

PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

Introduction (the Why)

- Students have not demonstrated the math skills necessary to pass the Math portion of the UBSCT

Participants (the Who)

- 158 students were eligible for the class. 16 were able to take advantage of the class.
- All 16 had not passed the UBSCT and had scores ranging from 148 to 159

Method (the What, When and Where and How)

- Variety of leaning and review materials in Algebra and Geometry; UBSCT practice tests; workbooks and materials
- Project Start and End Dates 8/16/2006 to 5/24/2007
- A new class was offered as a review specific to the UBSCT. Students were identified and invited to join the class
- Evaluation Methods – Students were evaluated on their UBSCT Test scores, taken in October and if necessary, February 2007
- All Counselors were used in the identification and implementation of the project

RESULTS

2 of the 16 students passed the test. The rest of the students increased their scores but not sufficiently to pass. The 2 students achieved passing scores of 160.

DISCUSSION

The initial data reviewed from the district indicated that, of the students that did not pass the UBSCT Math the first administration, there was a likelihood of 80% of them not passing the test at all. Our statistics proved that and beyond, showing only a 12.5% pass rate. As a result, our efforts will be redirected. The class will not longer be offered and remediation will take a different approach in the future.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Snow Canyon High School

District: Washington

Target Group: Native American Population

Target Group selection is based on the following data/information/school improvement goal: All Students can learn and achieve

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .") | Start Date/ End Date | Projected # of Students Impacted |
|--|--|---|--|---|-------------------------|----------------------------------|
| To increase the number of Native American students prepared for graduation | All Students can learn and preparing all students for graduation | Individualized program to assist the students in making up specific required courses needed for graduation. | One counselor and one teacher will be assigned to identify, invite, teach, and track Native American Students with insufficient credits for graduation to participate in the after school program, Teaching staff will be compensated at the standard rate for extra assignments in the district. Classes will be conducted three times a week after school. Staff member will be trained by district personnel on special needs of the Native American Population. Individualized learning programs and access to the computers to access Electronic High School will also be | Students will be tracked by the number of classes required to be made up and the number of credits achieved through the activity. | 8/16/2006 to 5/24/2007 | 15 |

| | | | | | | |
|--|--|--|-----------|--|--|--|
| | | | provided. | | | |
|--|--|--|-----------|--|--|--|

Warren Brooks
Principal's Signature

5/31/2007
Date

5/31/2007
Date of Staff Presentation

Denise Wallmann
Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Snow Canyon High School District: Washington

| Counselor | Target Group | Curriculum and Materials | Start Date/End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|-----------|-----------------|---|------------------------|---|---|--|---|
| Wallmann | Native American | Electronic High School and Individualized learning activities | 8/16/2006 to 5/24/2007 | 13 | Students ranged in being deficient in credits towards gradation from 16.25 credits to being on track for graduation. Each student was told of the specific classes need for graduation. Many took advantage of the help and tutoring available. | Seven (7) students earned from .5 to 8.25 credits as a result in the participation in the class. Five (5) of the students who were not on-line to graduate at the beginning of the year did graduate on time. Two (2) accumulated enough credit to graduate with a couple of summer classes. One (1) was sufficiently far behind to require additional help and resources, something that his tribal officers have offer to him if he wishes to take advantage of the opportunity. | As a result of efforts and the investment of time and money, the graduation rate for our Native American population has greatly increased. Students felt as though they had their own advocate who understood their special needs and many took advantage of just have access to the computers after school to complete assignments and keep on top of their daily assignment. Students know that if they are behind or in trouble for graduation, there is help available to them. Seeing the 7 graduate who may have chosen not to put forth the effort, the program and activity is a great success. |

Warren Brooks
Principal’s Signature

5/31/2007
Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.



Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Snow Canyon High School

Target Group: Native American

Target Group selection is based upon: Meeting specific needs of the Native American population

ABSTRACT

In recent years, our school has found great challenges in assisting members of the target group to graduate. A plan was implemented to make available a trained teacher who was skilled and in-serviced in the special needs of the Native American population 3 days a week after school. This teacher worked jointly with the Counseling staff to provide learning opportunities for the students that would enable them to accumulate sufficient credits required for graduation. As a result, 7 of the 8 seniors who participated in the program will graduate from high school.

PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

Introduction (the Why)

- All students can learn
- Increase Native American graduation rate

Participants (the Who)

- 13 students participated voluntarily in the after school program
- All were Native American

Method (the What, When and Where and How)

- Students met with the teacher 3 days a week after school for 90 minutes
- One full time staff teacher was selected and trained to work and mentor the students
- The project commenced at the beginning of the year and was followed throughout the year
- Success was determined by the number of required credits they were able to accumulate through their participation in the activity. Grade point averages were tracked as well, seeing a significant rise in academic achievement by most students
- Mrs. Wallmann was assigned to be the coordinating counselor.
- We used a variety of electronic High School and individualized learning resources

RESULTS

Seven (7) students earned from .5 to 8.25 credits as a result in the participation in the class. Five (5) of the students who were not on-line to graduate at the beginning of the year did graduate on time. Two (2) accumulated enough credit to graduate with a couple of summer classes. One (1) was sufficiently far behind to require additional help and resources, something that his tribal officers have offer to him if he wishes to take advantage of the opportunity.

DISCUSSION

As a result of efforts and the investment of time and money, the graduation rate for our Native American population has greatly increased. Students felt as though they had their own advocate who understood their special needs and many took advantage of just having access to the computers after school to complete assignments and keep on top of their daily assignments. Students know that if they are behind or in trouble for graduation, there is help available to them. Seeing the 7 graduate who may have chosen not to put forth the effort, the program and activity is a great success.